

SC High School Assessment Program (HSAP)
Test Blueprint – English Language Arts

Reading Strand			
R1	Reading Process and Comprehension: The student will integrate various cues and strategies to comprehend what he or she reads.		20-26 points
	R1.a	Make connections within and between texts. In responding to test questions, the student may be asked to <ul style="list-style-type: none">• compare and contrast information;• determine author’s purpose; and• analyze characteristics of genres/elements of poetry.	
	R1.b	Evaluate text for clarity and accuracy. In responding to test questions, the student may be asked to <ul style="list-style-type: none">• determine undocumented statements/inadequate support; and• analyze author’s use of bias and propaganda techniques.	
	R1.c	Analyze the relationships among thesis, evidence, and argument in informational texts. In responding to test questions, the student may be asked to <ul style="list-style-type: none">• determine the main idea (thesis);• determine details that support the thesis; and• analyze arguments for undocumented statements/inadequate support for opinions.	
	R1.e	Draw conclusions and make inferences. In responding to test questions, the student may be asked to <ul style="list-style-type: none">• draw conclusions and make inferences;• make predictions about texts; and• compare and contrast findings from two or more texts.	
	R1.f	Paraphrase and synthesize ideas of several authors on one topic. In responding to test questions, the student may be asked to <ul style="list-style-type: none">• summarize, paraphrase, analyze and evaluate texts; and• compare and contrast findings from two or more texts.	
	R1.g	Follow multistep directions such as those for preparing applications and completing forms.	
R2	Analysis of Texts: The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret text.		16-22 points
	R2.a	Analyze influences on plots, characters, settings, and themes in literature. In responding to test questions, the student may be asked to <ul style="list-style-type: none">• determine impact of cause and effect relationships on plot, character, and theme;• analyze author’s use of characters (static, dynamic, round, and flat); and• determine author’s purpose.	
	R2.b	Use a knowledge of internal structures to compare selections from works in a variety of genres. In responding to test questions, the student may be asked to <ul style="list-style-type: none">• determine impact of conflict on plot and character;• analyze structural elements of plot; and• compare and contrast conflict in two or more texts.	
	R2.c	Evaluate an author’s use of stylistic elements. In responding to test questions, the student may be asked to analyze text for	
		<ul style="list-style-type: none">• Allusion• Aside• Author’s purpose• Dialect• Figurative language• Flashback• Foreshadowing• Hyperbole• Imagery• Irony	<ul style="list-style-type: none">• Metaphor (including extended)• Mood• Personification• Simile• Soliloquy• Symbolism• Tone• Word choice
	R2.d	Compare and contrast universal literary themes within and between texts.	

	R2.e	Compare and contrast authors’ styles on the basis of such elements as word choice and sentence structure (syntax) within and between texts. In responding to test questions, the student may be asked to <ul style="list-style-type: none">compare and contrast an author’s word choice and syntax within text; andcompare and contrast authors’ word choices and syntax in two or more texts.	
	R2.f	Identify and analyze point of view, and analyze how the author’s choice of narrator affects a work of fiction. In responding to test questions, the student may be asked to <ul style="list-style-type: none">determine the speaker in literary works; andanalyze how point of view affects a literary work.	
R3	Word Study and Analysis: The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.		8 points
	R3.a	Use knowledge of roots and affixes to analyze the meaning of complex words.	
	R3.b	Use context analysis to determine the meanings of unfamiliar or multiple-meaning words.	
	R3.c	Use a general dictionary, a specialized dictionary, and a thesaurus.	
	R3.d	Analyze analogies, idioms, and words with precise connotations and denotations.	
Writing Strand			
W4	The student will use a process approach to write for a variety of purposes.		38 points
	W4	W4.a-d are tested by both multiple-choice items and an extended-response prompt. The student’s extended response will be scored using a 15-point rubric that focuses on the following domains: <ul style="list-style-type: none">Content/DevelopmentOrganizationVoiceConventions	
	W4.a	Generate drafts that use a logical progression of ideas to develop a topic for a specific audience to explain, inform, describe, persuade, and analyze.	
	W4.b	Develop an extended response around a central idea, using relevant supporting details.	
	W4.c	Revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through self-evaluation. In responding to test questions, the student may need to consider the following: <ul style="list-style-type: none">ClarityEffective phrasingModifiers (dangling, misplaced)Parallel structurePrecise vocabularySentence combiningSentence structureSentence variety	
	W4.d	Edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure, and word usage. In responding to test questions, the student may need to consider the following: <ul style="list-style-type: none">CapitalizationPunctuationSpellingTitles (Capitalization, Punctuation of)UsageVerb tense and subject/verb agreementWord choice	
Research Strand			
RS5	The student will select a topic for exploration, gather information from a variety of sources, and use a variety of strategies to prepare and present the information.		7-8 points
	RS5.a	Ask questions to guide research inquiry.	
	RS5.b	Ask questions to investigate all aspects of a topic, including various viewpoints.	
	RS5.c	Evaluate credibility of sources, including consideration of accuracy and bias.	
	RS5.e	Gather and evaluate information for its relevance to one’s research questions. In responding to test questions, students may be asked to <ul style="list-style-type: none">evaluate relevance of information and sources; andorganize and classify information by categorizing and sequencing.	

Total: 96 points